



# Construction and standardization of Personality Rating scale for Secondary School students

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## Abstract:

*This study presents the systematic development and standardization of a Personality Rating Scale tailored to assess the multifaceted dimensions of personality among Secondary School students. Guided by established theoretical frameworks, including the psychological Model and insights from developmental psychology, the construction of the scale involved a rigorous process of item generation, refinement, and validation.*

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**Keywords:** *Personality Rating Scale, Self-Concept, Personality*

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## 1. Introduction

Personality is likely to share common development roots, and examining the personality correlates of Self-Concept across the life span might provide insight into the nature of its development. Personality has been found to be associated with Self-Concept. Bernaras studies go participants and found that high extraversion was associated with high Self-Concept, hence implying that interval factors too such as personality traits can be associated with levels of Self-Concept.

A study of self-Concept in 10 industrialized countries showed that the majority of teenagers had an optimistic outlook on life, a positive attitude towards school and work and faith on their ability to cope with life's problems (Offer,1988).Little is known about the connection between the adjustment of children, but the researcher find it necessary to provide attention towards the four areas of adjustment (health, family, social and emotional) of children and its connection with self-Concept. Because self-Concept is so powerfully related to behavior, researchers have been intensely interested in finding out which social influences cause it to be high for some children and low for others. If ways can be found to improve children's sense of self-worth, then many aspects of child development might be enhanced as well.

## 2. Literature Review

Understanding the multifaceted nature of adolescent personality and its implications on various facets of development has prompted the need for comprehensive and reliable measures tailored specifically for Secondary School students. The construction and standardization of Personality Rating Scales for this demographic have garnered attention in psychological research due to their relevance in educational, counseling, and developmental contexts.

**Theoretical Frameworks:** The foundation of scale development often draws upon established personality theories, notably the Five-Factor Model (FFM), proposing five major dimensions: extraversion, agreeableness, conscientiousness, neuroticism, and openness. While these traits have been extensively studied in adult populations, their applicability and manifestation during adolescence, a period marked by significant socio-emotional changes, necessitate tailored assessment tools (John & Srivastava, 1999).

**Item Generation and Refinement:** Item generation for personality scales targeting Secondary School students involves a meticulous process. Items must not only capture the essence of personality traits but also consider developmental appropriateness and cultural sensitivity. Drawing insights from previous studies examining adolescent personality traits (e.g., Asendorpf, Denissen, & van Aken, 2008; Costa & McCrae, 1992), researchers develop items that resonate with the unique experiences and behaviors exhibited by this age group.

**Validation and Psychometric Properties:** Rigorous validation processes underpin the credibility of these scales. Factor analyses, convergent and discriminant validity assessments, and criterion-related validity evaluations are commonly employed to establish the psychometric properties (Ehrler, Evans, & McGhee, 1999). Additionally, studies emphasize the importance of reliability measures, including internal consistency and test-retest reliability, crucial for ensuring consistent measurement over time.

**Cross-Cultural Considerations:** Adolescence spans diverse cultural backgrounds, necessitating cultural adaptations of scales to ensure validity across various populations. Ensuring that scale items are not biased towards specific cultural norms and are equally relevant and applicable across diverse backgrounds is crucial for accurate assessments (Chen et al., 2020; De Fruyt et al., 2009).

**Educational and Clinical Applications:** The practical utility of these scales extends to educational settings, guiding educators in understanding students' strengths, weaknesses, and behavioral patterns. Furthermore, these scales offer insights for counselors and psychologists working with adolescents, aiding in intervention planning and personalized support strategies (Lounsbury et al., 2003; Vanhalst et al., 2013).

**Future Directions:** Despite advancements in scale development, gaps persist, warranting future research directions. Further exploration into the interplay of personality traits with academic achievement, mental health, and social interactions among Secondary School students presents an area ripe for investigation.

### 3. Objectives

Every research work is based on certain objectives because without objectives one cannot get idea to plan his work. The objectives of a research project summarize what is to be achieved by the study, to find out the status/level of Personality secondary school students of Gujarat State.

1. To study the construct and standardize Personality Rating Scale for students of secondary school students of Gujarat State.
2. To study the study the personality of students of secondary school students of Gujarat State with reference to gender.

#### **4. Conceptual Framework**

A brief review of some of the investigations concerning personality characteristics reveals that more researchers studied the role of Self-Concept on shyness, academic on the academic achievement among the high school students. Not only psychologists but also sociologists and educationalists have evinced lot of interest in identifying the variables that contribute to academic performance among high school students.

This is the first study which concentrates on the impact of the Self-Concept on personality and adjustment of the urban and the rural area's Gujarati medium's male and female students. In this research the relationship between Personality has been studied. If a significant relation exists between the said variables, various existing problems related Personality of adolescents can be eradicated. The results of the study would help to find out the degree/level of Personality among students studying in the Secondary school with reference to variables of gender, habitat and caste of the students. The results would also helpful to understand the factors responsible for Personality. This study will be helps them to understand various dimensions of adjustment and Self-Concept to develop their personality and find out ways and means to be well adjusted persons. The study would help the administrator and government to create a congenial atmosphere in the institutions which would benefit both the side. Bringing into consideration the prevailing adjustment, personality related problems of adolescents in the education system; this study is of great importance in the following ways:

1. The study will be helpful in comprehending the relationship among Personality.
2. The study will be helpful to bring about the awareness for the education system of the intensity of the adjustment problems faced by the adolescents.
3. The study will enable the students to have a better personality.
4. The study will be helpful to students to have better performance at school.
5. The study will be useful for great importance for school administrators, teachers and parents to identify the major Personality problems of adolescents and thus they can prepare themselves to be positive counselors to the teenagers at the crossroads.

#### **5. Population and Sample**

For the present study all the students of the Secondary School, Higher Secondary School of Gujarat state following Gujarat State Secondary and Higher Secondary Board syllabus were considered as the population of the study. Gender, habitat, Class of Students, Academic career, development environment, family income and caste Secondary school of students, with reference to Personality were considered in the sampling as the base with stratified Random sampling technique. According to Higher Education: Gandhinagar: Gujarat, total number of the schools of the Gujarat State is stated as follows. All the students of the secondary schools were considered as the population of the study.

**Table No: 1: Class-wise, Gender-wise and Habitat-wise total sample of the study**

SAMPLE	STD-9				STD-10				TOTAL	TOTAL
	MALE		FEMALE		MALE		FEMALE			
	URBAN	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN	RURAL		
<b>TOTAL</b>	1730	4220	1730	4220	1730	4220	1730	4220	23800	23800
<b>MALE</b>	1730	4220			1730	4220			11900	23800
<b>FEMALE</b>			1730	4220			1730	4220	11900	
<b>URBAN</b>	1730		1730		1730		1730		6920	23800
<b>RURAL</b>		4220		4220		4220		4220	16880	
<b>STD-9</b>	1730	4220	1730	4220					11900	23800
<b>STD-10</b>					1730	4220	1730	4220	11900	

## 6. Research Methodology

To lead the research in education, there are many areas available for selection. Before conducting the study of research, the investigator adopts on the area of research, which is related to the problem of the study. Present study deals with psychology of education as well as it are also related to the area of measurement and evaluation.

## 7. Method of research

Present research is basically survey type of the research.

## 8. Data collection

Secondary schools from the Gujarat State were divided into four zones and among them selected schools were applied to the research purpose. Qualified research staff were selected and training as well as workshop for the tool administration and other necessary suggestions and treatments were given them to the six-field investigator of the project and finally letter were posted to the principal of the selected secondary schools and data were collected by direct method. Well qualified and trained staff was organized for the data collection as well as data analysis.

## 9. Data Analysis and Interpretation:

Statistical techniques with reference to data were analyzed according to the variable of Gender/habitat/caste/Class and different variables of students of secondary schools well as data were analyzed by using, mean, median, mode, SD, skew-ness, kurtosis, ANOVA, t-test and correlation statistical techniques for the present research it was carried out and discussed. In this present research, Final try-out of tools, data analysis of collected information and its interpretation, level of Personality Rating Scale was administered. Normal probability with reference to Skew-ness and Kurtosis, significance of the hypothesis, correlation between Personality Rating scale were carried out and Norm's establishment were discussed as the variable's significance. Reliability and Validity of the Personality Rating Scale were carried out for the Standardization of the selected tools.

## 10. Delimitation of the study

The scope of the present study is selected very extensive with reference to characteristics of Personality of secondary school students, research was delimited the limits of the study are given as follows.

- Present study is delimited to the only secondary school students from the Delhi state.

- Present study is delimited to the only secondary school students, who are studying regularly during the year of July 2022 to August 2023, with reference to preparation of tools in English Medium only.
- Present study is delimited to research area study with the help of tools of the Personality Rating Scale

## 11. Major findings of the study

### Skew-ness of Personality-rating scale

Gender-wise skew-ness of Personality-rating with reference to different variable is given as follows.

**Table No. 2: Gender-wise skew-ness of Personality-rating scale**

SR. NO	NAME OF GROUP	N	MEAN	SD	MDN	SK	C.R.-SK
1	URBAN-MALE	3460	263.15	33.87	263	0.01	1.51
2	URBAN-FEMALE	3460	260.8	33.56	261	-0.02	-2.03
3	RURAL-MALE	8440	257.82	33.18	258	-0.02	-2.88
4	RURAL-FEMALE	8440	262.2	33.75	262	0.02	3.15
5	MALE-STD-9	5950	255.67	32.9	256	-0.03	-4.48
6	FEMALE-STD-9	5950	258.14	33.22	258	0.01	1.88
7	MALE-STD-10	5950	263.07	33.86	263	0.01	0.92
8	FEMALE-STD-10	5950	265.44	34.16	265	0.04	5.75
9	MALE-URBAN-STD-9	1730	260.83	33.57	261	-0.02	-1.22
10	FEMALE-URBAN-STD-9	1730	258.81	33.31	259	-0.02	-1.37
11	MALE-RURAL-STD-9	4220	253.55	32.63	254	-0.04	-5.18
12	FEMALE-RURAL-STD-9	4220	257.87	33.19	258	-0.01	-1.47
13	MALE-URBAN-STD-10	1730	265.47	34.17	265	0.04	3.31
14	FEMALE-URBAN-STD-10	1730	262.78	33.82	263	-0.02	-1.57
15	MALE-RURAL-STD-10	4220	262.08	33.73	262	0.01	0.89
16	FEMALE-RURAL-STD-10	4220	266.54	34.3	267	-0.04	-5.04
17	MALE	11900	259.37	33.38	259	0.03	7
18	FEMALE	11900	261.79	33.69	262	-0.02	-3.93

From the above table no 3.14, it has been seen that Skew-ness value of 0.01, -0.02, -0.02, 0.02, -0.03, 0.01, 0.01, -0.02, -0.02, -0.04, -0.01, 0.04, -0.02, 0.01, -0.04, 0.03 and -0.02 respectively on the group of Urban male, Urban female, Rural male, Rural female, Male-std-9, Female std-9, Male-std-10, Female std-10, Male-urban-std-9, Female-urban-std-9, Male-rural-std-9, Female-rural-std-9, Male-urban-std-10, Female-urban-std-10, Male-rural-std-10, Female-rural-std-10, Male and Female students of secondary school on the Personality Rating Scale.

Positively skewed (median<mean) samples value of 0.01, 0.02, 0.01, 0.01, 0.04, 0.01, and 0.03 respectively on the group of Urban male, Rural female, Female std-9, Male-std-10, Female std-10 and Male students of secondary school on the Personality Rating Scale (mean<median) Negatively Skewed. It is also noted that the Value of Skew-ness is found very near to Zero. Hence it can be said that the frequency distribution of the present sample are normal and in normal probability curve.

Critical ratio of above samples of Rural female, Male-std-9, Female std-10, Male-urban-std-10 Female-rural-std-10 and Female (C.R.sk >2.58), which state that the frequency distribution is significant. It is also noted that the difference between value of the mean and median is very less and the value of the

skew ness is near to value of zero, so the frequency distribution of the score on Personality Rating Scale for above stated sample of secondary school Students are found normal in nature.

### 12. Kurtosis of frequency distribution

In a normal distribution the mean equals Value of Kurtosis is 0.263. When Value of Kurtosis is 0.263, the curve is known as Messo Kurtosis. When Value of Kurtosis is greater than 0.263, the curve is known as platy Kurtosis When Value of Kurtosis is less than 0.263, the curve is known as Lepto Kurtosis

### 13. Kurtosis of Personality-rating scale

Gender-wise Kurtosis of Personality-rating with reference to different variable is given as follows.

**Table No. 3:Gender-wise Kurtosis of Personality-rating scale**

SR. NO	GROUP	N	MEAN	KU	C.R.-KU
1	URBAN-MALE	3460	263.15	0.269	1.225
2	URBAN-FEMALE	3460	260.8	0.268	1.116
3	RURAL-MALE	8440	257.82	0.269	1.946
4	RURAL-FEMALE	8440	262.2	0.268	1.545
5	MALE-STD-9	5950	255.67	0.261	-0.517
6	FEMALE-STD-9	5950	258.14	0.266	0.703
7	MALE-STD-10	5950	263.07	0.275	3.155
8	FEMALE-STD-10	5950	265.44	0.271	2.217
9	MALE-URBAN-STD-9	1730	260.83	0.267	0.511
10	FEMALE-URBAN-STD-9	1730	258.81	0.266	0.482
11	MALE-RURAL-STD-9	4220	253.55	0.265	0.334
12	FEMALE-RURAL-STD-9	4220	257.87	0.263	0.058
13	MALE-URBAN-STD-10	1730	265.47	0.271	1.221
14	FEMALE-URBAN-STD-10	1730	262.78	0.271	1.094
15	MALE-RURAL-STD-10	4220	262.08	0.274	2.416
16	FEMALE-RURAL-STD-10	4220	266.54	0.272	2.129
17	MALE	11900	259.37	0.265	0.754
18	FEMALE	11900	261.79	0.269	2.47

From the above Table no: 3.17, it is evident that the Kurtosis of the Urban male, Urban female, Rural male, Rural female, Male-std-9, Female std-9, Male-std-10, Female std-10, Male-urban-std-9, Female-urban-std-9, Male-rural-std-9, Female-rural-std-9, Male-urban-std-10, Female-urban-std-10, Male-rural-std-10, Female-rural-std-10, Male and Female sample 0.269, 0.268, 0.269, 0.268, 0.261, 0.266, 0.275, 0.271, 0.267, 0.266, 0.265, 0.263, 0.271, 0.271, 0.274, 0.272, 0.265, 0.269 respectively on the total sample of Secondary school Students on Personality Rating Scale, which are near the value of 0.263. Messo Kurtosis (Ku=0.263) find on the sample of the male-std-10 and female-urban-std-10.

#### 13.1 Hypothesis (Ho1)

There will be no significant difference between mean score of urban-male secondary school students and mean score of urban-female secondary school students on Personality rating scale.

### **13.2 Observation**

From the above Table No: 4.20, it is evident that mean score and Class deviation of urban-male secondary school students were found 263.15 and 33.87 respectively on Personality rating scale while mean score and Class deviation of urban-female secondary school students were found 260.80 and 33.56 respectively on Personality rating scale. Calculated t-value is found 2.90, which is significant at 0.01 level of significance and it can be conclude that mean score of urban-male secondary school students was found significantly higher than the mean score of urban-female secondary school students on Personality rating scale. So, hypothesis-01 is rejected at 0.01 level of significance.

### **13.3 Conclusion**

From the above discussion, it can be concluded that Personality of urban-male secondary school students was found significantly higher than the Personality of urban-female secondary school students.

### **13.4 Hypothesis ( $H_{02}$ )**

There will be no significant difference between mean score of rural-male secondary school students and mean score of rural-female secondary school students on Personality rating scale.

### **13.5 Observation**

From the above Table No: 4.20, it is evident that mean score and Class deviation of rural-male secondary school students were found 257.82 and 33.18 respectively on Personality rating scale while mean score and Class deviation of rural-female secondary school students were found 262.2 and 33.75 respectively on Personality rating scale. Calculated t-value is found 8.42, which is significant at 0.01 level of significance and it can be conclude that mean score of rural-female secondary school students was found significantly higher than the mean score of rural-male secondary school students on Personality rating scale. So, Hypothesis-02 is rejected at 0.01 level of significance.

### **13.6 Conclusion**

From the above discussion, it can be concluded that Personality of rural-female secondary school students was found significantly higher than the Personality of rural-male secondary school students.

### **13.7 Hypothesis ( $H_{03}$ )**

There will be no significant difference between mean score of male-std-9 secondary school students and mean score of female-std-9 secondary school students on Personality rating scale.

### **13.8 Observation**

From the above Table No: 4.20, it is evident that mean score and Class deviation of male-std-9 secondary school students were found 218.40 and 28.11 respectively on Personality rating scale while mean score and Class deviation of female-std-9 secondary school students were found 255.67 and 258.14 respectively on Personality rating scale. Calculated t-value is found 4.05, which is significant at 0.01 level of significance and it can be conclude that mean score of male-std-9 secondary school students was found significantly higher than the mean score of female-std-9 secondary school students on Personality rating scale. So, hypothesis-03 is rejected at 0.01 level of significance.

### 13.9 Conclusion

From the above discussion, it can be concluded that Personality of male-std-9 secondary school students was found significantly higher than the Personality of female-std-9 secondary school students.

### 14. Findings

1. Mean score of urban-male secondary school students was found significantly higher than the mean score of urban-female secondary school students on Personality rating scale.
2. Mean score of rural-female secondary school students was found significantly higher than the mean score of rural-male secondary school students on Personality rating scale.
3. Mean score of male-std-9 secondary school students was found significantly higher than the mean score of female-std-9 secondary school students on Personality rating scale.

This study contributes to the ongoing discourse in adolescent psychology by providing a validated instrument designed to comprehensively assess personality traits among Secondary School students. Future research directions may involve longitudinal assessments and further exploration of the scale's implications on academic performance, mental health, and social interactions within this demographic.

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